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ABSTRACT

This packet summarizes the ideas, concepts, suggestions, and speculations growing out of a think tank which explored the uncharted region beyond cognitive learning. The packet shows that participants were divided into groups to discuss teaching, research, bibliographic information, theoretical ideas, and professional issues. The packet contains: (1) an alphabetical list of the participants; (2) the participants' interests by key terms; (3) a participant list sorted by interests; (4) a list of participants who have a book, article or research in progress; (5) a summary of the group discussions (including holistic mental processes, teaching and learning strategies, research design, and social and cognitive frameworks for teaching and learning writing); (6) a list of contributors to the preconference workshop; and (7) a starter bibliography of books "on the domain beyond the cognitive." (PRA)

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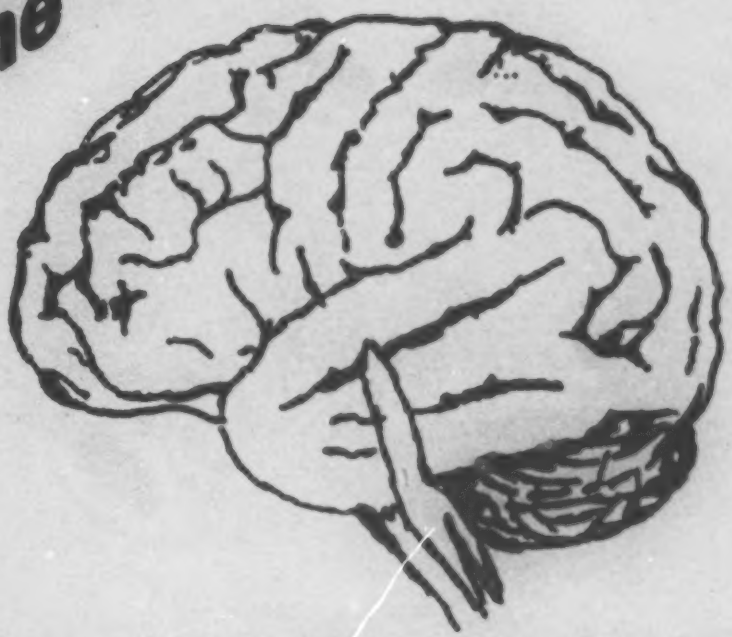
Notes from Beyond the Cognitive Domain



A summary of the ideas, concepts, suggestions, and speculations
growing out of the think tank
"Beyond the Cognitive Domain: Frontiers in the Teaching and Learning of Writing".
Alice Brand and Dick Graves, Co-Chairs
CCCC
Boston, Massachusetts
March 23, 1991

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Beyond the Cognitive Domain: Frontiers in the Teaching and Learning of Writing

During the past decade the discipline has made significant advances in the cognitive and social areas of learning, but it is just beginning to understand how noncognitive learning (sometimes called affective, holistic or simultaneous learning) contributes to growth in writing ability. Generally speaking, the area beyond the cognitive domain includes intuition, inspiration, imagery/imagining, feeling/felt sense, and motivation.

This Think Tank explores the uncharted region beyond cognitive learning. Participants are divided into groups to discuss important issues for students, teachers, and scholars. Topics include the following:

1. Teaching: How else would you characterize this mode of teaching and learning? What else does it include? What are the most successful teaching and learning techniques?

2. Research: What research is needed to deepen our understanding of this area? What research methodology is most appropriate? Where should it be published?

3. Bibliographic: What are the best resources (books, articles, studies) currently available? What resources are needed?

4. Theoretical: What are the best ways to define concepts beyond the cognitive domain?

5. Professional: What professional issues arise from teaching and learning beyond the cognitive domain? What are the best ways for those interested in this kind of learning to communicate their work? What kinds of pre- and post-conference workshops, concurrent sessions, special interest groups yare needed? What kinds of publications--newsletters, books, articles--are needed?

Alice Brand and Dick Graves, Compilers

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Participant Interests By Key Terms

Name	Interests
Alfred, Marilyn	gender, social, cultural, cognitive domain
Anderson, Chuck	reading processes, healing
Barbanel, Judith	teaching
Blau, Susan	Readers' Theater
Bowser, Karen	teaching strategies
Brand, Alice	affect, emotion, felt sense
Burkett, Sandra	writing and healing, restoring wonder and wholeness to humans, Progoffian Journal
Calendrillo, Linda	memory, visual imaging
Coiddens, Eliz.	meditation, visualization
Craig, Barbara	affective blocks, whole, balanced person
Dansdill, Timothy	personal knowledge
Davis, Howard	intuition, feeling
Dawson, Ann	teaching values, objectification of the subjective life
Dibiasio, Becky	media, visual, imagistic, dance, song, film, teaching
English, Elizabeth	bridging the cognitive/noncognitive
Engman, Susan	drama, kinesthetic knowledge, visual imagery
Fischer, Ruth	interacting with the world, inner sources, problem solving
Fleckenstein, Kristie	affect, imagery, text
Ford, Jon	dreams, journals, group work, free writing
Fuller, Jim	self-image and writing ability, narrative thought
Gallehr, Don	meditation, teaching, theory
Graves, Dick	feelings, the mystical experience, the state

	of wonder, motivation, humanistic values
Gordon, Stephen	felt sense, values
Hancock, Joyce	brain functions, healing and writing, kinetics, body-mind release
Hays, Janice	gender/race, composing, learning styles, unconscious, creativity imagery, imagination, healing, meaning beyond language, adult development
Hayward, Nancy	motivation
Hettich, Becke	problem solving, affective motivators
Hill, Carolyn	body, affective visual
Hughes, Elaine	imaging, inner focus, meditation, sensory awareness, creativity
Jensen, George	personality
Johnson, Jean	feelings and attitudes translated into rhetorical patterns and strategies
Jones, Mary Ann	teaching values
Jones, Libby	theory, praxis, attitude, apprehension, story
Jonsberg, Sara	unconsciousness, the self, nurturing self-esteem
Larson, Sarah	dramatizing, paraphrasing, motivation
Levin, Judy	personal experience, self
Lisle, Bonnie	diverse cultures, rhetorics, learning styles
Livatino, Mel	teaching writing, affect, intuition, sensory, exploratory, knowing
Loschen, Chris	freewriting and embracing categories, teaching through Perl guidelines
Maud, Barry	personality, type research
McDonald, Fred	healing
Middendorf, Marilyn	Bakhtin's ideas on dialogism, theories of consciousness
Minc, Janet	finding ways of knowing, mental resources, creativity

Minock, Mary	oracy, literacy
Molumphy, Martha	collapse dichotomy
Mullin, Anne	using unconscious for revision
Oster, Judith	response-reading, overcoming fear of "entanglement" in texts, affect and intellectual growth
Oury, Scott	images
Perl, Sondra	felt sense; using Gendlin's questions to guide students thru composing; how we know what we know
Pobywajlo, Margaret	affective, blacks
Rickels, Sue	writing as therapy
Rosenberg, Vivian	emotional intelligence, critical thinking
Ross, V. Elaine	Laconian philosophy and psychology
Scanlon, Laura	linking literature, writing, and computers, psychoanalysis and memory
Schiller, Susan	reading and writing, affect
Schlesinger, Gabriella	motivation, inspiration, removal of inhibitions
Simons, Susan	basic writers, marginalization
Singer, Marti	learning styles, adult learners, composing styles, creativity and motivation
Smith, Tricia	pre-writing stages, visual imagery
Snively, Helen	emotions overcoming writing block, typology of writing problem, personality of procrastinators vs. early starters
Speirs, Heather	prewriting, exploratory writing
Stanley, Sandra	accessing sources for basic writing and problem solving
Stewart, Kay	writing as therapy
Stone, Nancy	teaching noncognition ways of knowing (without committing professional suicide)

Teich, Nat	Rogerian theory, empathy, integration vs. dichotomy of cognitive/noncognitive
Thomas, Trudelle	body work, visualization
Thomas, Linda	women's ways of knowing, autobiography, journal writing as therapy, anxiety
Tripp, Winifred	teaching values in humanities
Wallace, Betsy	Polanyi's tacit and personal knowledge
Worley, Demetrice	Visual imagery and use of emotion, reader response

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gender, social, cultural, cognitive domain
book: ethnographic study of gender based conversational patterns and how they affect collaborative learning

Brand, Alice
affect, emotion, felt sense

Davis, Howard
intuition, feeling

Fleckenstein, Kristie
affect, imagery, text world
article: affect, fiction writers

Graves, Dick
feelings, the mystical experience, the state of wonder, motivation, humanistic value

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book: affective motivators, deterrents

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theory, praxis
book: reading, thinking, story, feminist pedagogy, narrative

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response-reading, overcoming fear of "entanglement" in texts
book: reader response, stimulate critical thinking

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emotional impacts, writing block, overcome blocks
article: maybe, informally

Conscious, Unconscious

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gender/race, composing, learning styles, unconscious, creativity, imagery, imagination, healing, meaning beyond language, adult development

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unconsciousness, the self, nurturing self-esteem
dissertation: autiobiogaphical/redefinition of self

Middendorf, Marilyn

Bakhtin's ideas on dialogism, theories of consciousness
Research: Bakhtinian theory in writing classroom

Mullin, Anne
using unconscious for revision

Dichotomy

Levin, Judy
personal experience, self
research: private/public dichotomy, men and women in suppressing voices, collapse dichotomies

Molumphy, Martha
collapse dichotomy

Teich, Nat
Rogerian, empathy
book: Rogerian Perspectives, forthcoming 1991

Felt Sense, Sensory, Tacit

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affect, emotion, felt sense
article: social cognition and emotion

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felt sense, values

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imaging, inner focus, meditation, sensory awareness, creativity

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teaching writing, affect, intuition, sensory, exploratory, knowing

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felt sense, using Gendlin's questions to guide students thru composing; how we know what me know

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Polanyi's tacit and the personal knowledge and the teaching of writing

Healing

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research: Reading Process

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article: trust in teaching and learning; Progoff

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gender/race, composing, learning styles, unconscious, creativity, imagery, imagination, healing, meaning beyond language, adult development

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writing as therapy

Teich, Nat
Rogerian, empathy
book: Rogerian Perspectives, forthcoming 1991

Thomas, Linda
women's ways, autobiography, journal writing as therapy, anxiety

Imagery

Engman, Susan
drama, kinesthetic knowledge, visual imagery

Fleckenstein, Kristie
affect, imagery, text world
article: affect, fiction writers

Hays, Janice
gender/race, composing, learning styles, unconscious, creativity, imagery, imagination, healing, meaning beyond language, adult development

Smith, Tricia
pre-writing stages, visual imagery

Worley, Demetrice
visual imagery, reader response, use of emotion and visual imagery, African American, visual imagery & poetry, follow up to my empirical research on visual imagery and writing

Inspiration

Schlesinger, Gabriella
motivation, inspiration, removal of inhibitions

Intuition

Davis, Howard
intuition, feeling

Learning Styles

Alfred, Marilyn
gender, social, cultural, cognitive domain
book: ethnographic study of gender based conversational patterns and how they affect collaborative learning

Burkett, Sandra
article: trust in teaching and learning

Hays, Janice
gender/race, composing, learning styles, unconscious, creativity, imagery, imagination, healing, meaning beyond language, adult development

Lisle, Bonnie
diverse cultures, rhetorics, learning styles

Singer, Marti
learning styles, adult learners, composing styles, creativity and motivation

Motivation

Chapman, Constance
research: attitudes, motivation

Graves, Dick
feelings, the mystical experience, the state of wonder, motivation, humanistic value

Hayward, Nancy
motivation, resistant writers

Larson, Sarah
dramatizing, paraphrasing techniques

Schlesinger, Gabriella
motivation, inspiration, removal of inhibitions

Singer, Marti
learning styles, adult learners, composing styles, creativity and motivation

Reading

Anderson, Chuck
reading processes, healing
research: Reading Process

Jones, Libby
theory, praxis, attitude, apprehension, story
book: reading, thinking, story, feminist pedagogy, narrative

Minock, Mary
oracy, literacy
book: oral and literate workings in genres, reading and modeling resistance

Oster, Judith
response-reading, overcoming fear of "entanglement" in texts, affect and intellectual growth
book: reader response, stimulate critical thinking

Rickels, Sue
writing as therapy, journal keeping, reading

Schiller, Susan
reading and writing, affect
book: ethnography

Worley, Demetrice
visual imagery and use of emotion, reader response
articles: reader response with visual imagery

Teaching

Barbanel, Judith
teaching

Bowser, Karen
teaching strategies

Burkett, Sandra
writing and healing, restoring wonder and wholeness to human lives
article: trust in teaching and learning; Progoff

Davis, Howard
intuition, feeling

Dawson, Ann
teaching values, subjectification of the subjective life

Dibiasio, Becky
media, visual, imagistic, dance, song, film, teaching knowing fantastic elements in folklore and fantasy

Gallehr, Don
meditation
book: advanced writing text, meditation

Jones, Mary Ann
teaching values

Jones, Libby
theory, praxis
book: reading, thinking, story, feminist pedagogy, narrative

Larson, Sarah
dramatizing, paraphrasing
book: techniques

Livatino, Mel
writing, teaching writing, affective, intuitive, sensory, exploratory, knowing

Stone, Nancy
finding ways to teach these ways of knowing without professional suicide

Tripp, Winifred
teaching values in humanities

Wallace, Betsy
Michael Polanyi, tacit, personal
article: Polanyi and the teaching of writing

Whole Person/Self

Burkett, Sandra
writing and healing, restoring wonder and wholeness to humans, Progoffian journal
article: trust in teaching and learning; Progoff

Craig, Barbara
affective blocks, whole, balanced person

Fuller, Jim

Hughes, Elaine
imaging, inner focus, meditation, sensory awareness, creativity
book: Writing from the Inner Self, Harper Collins, 1991

Jonsberg, Sara
unconsciousness, the self, nurturing self-esteem
dissertation: autiobiogaphical

Levin, Judy
personal experience, self
research: private/public dichotomy, men and women in suppressing voices, collapse dichotomies

Women

Gordon, Stephen
felt sense, valued

Hughes, Elaine
imaging, inner focus, meditation, sensory awareness, creativity

Livatino, Mel
writing, teaching writing, affective, intuitive, sensory, exploratory, knowing

Wallace, Betsy
Michael Polanyi, tacit, personal
article: Polanyi and the teaching of writing

Book, Article, or Research in Progress

Alfred, Marilyn	book: ethnographic study of gender based conversational patterns and how they affect collaborative learning
Anderson, Chuck	research: reading process
Brand, Alice	article: social cognition and emotion book: beyond the cognitive domain
Burkett, Sandra	article: trust in teaching and learning; Progoff
Chapman, Constance	research: attitudes, motivation
Calendrillo, Linda	article, memory and visual imaging
Dansdill, Timothy	thesis: sabotage of considering audience
Dibiasio, Becky	article: knowing fantastic elements in folklore and fantasy
Fleckenstein, Kristie	article: cognitive-affective interaction, fiction writers, imagery
Ford, Jon	book: rhetoric/text
Gallehr, Don	book: advanced writing text, meditation
Graves, Dick	book: beyond the cognitive domain
Hancock, Joyce	book, article, research: brain functions, healing, kinetics, body/mind
Hayward, Nancy	book: resistant writers
Hettich, Becke	book: affective motivators, deterrents
Hill, Carolyn	book: Writing From the Margins: Power and Pedagogy for Teachers of Composition. Oxford UP, 1990
Hughes, Elaine	book: Writing from the Inner Self, Harper Collins, 1991

Jensen, George	book: A Transactional Theory of Discourse
Jones, Libby	book: reading, thinking, story, feminist pedagogy, narrative
Jonsberg, Sara	dissertation: autiobiogaphical/ no definition of self
Larson, Sarah	book: techniques
Levin, Judy	research: private/public dichotomy, men and women in suppressing voices, collapse dichotomies
Middendorf, Marilyn	research: Bakhtinian theory in writing classroom
Minock, Mary	book: oral and literate workings in genres, reading and modeling resistance
Mullin, Anne	dissertation
Oster, Judith	book: reader response, stimulate critical thinking
Oury, Scott	article: composition theory
Rosenberg, Vivian	research: empathy
Scanlon, Laura	book: memory based
Schiller, Susan	book: ethnography
Snively, Helen	article: maybe, informally
Teich, Nat	book: Rogerion Perspectives, forthcoming 1991
Thomas, Tradelle	journals, ritual, meditation, spiritual growth
Wallace, Betsy	article: Polanyi and the teaching of writing
Worley, Demetrice	book: visual imagery - articles: reader response with visual imagery, African American, visual imagery & poetry, follow up to my Empirical Research on Visual

Imagery and Writing

Wyatt-Brown, Anne

book: Barbara Pym: Winnicott, Britton Creativity and the Writing Process, Gender & Aging: Studies in Creativity, role of emotion

Summary of Group Discussions

The term "beyond the cognitive domain" refers to mental processes which might be described as holistic, affective, global, spontaneous, creative, and so on. It includes intuition, inspiration, imagery/imaging, feeling/felt sense, motivation, and similar activities.

1. How else would you characterize this mode of teaching and learning? What else does it include?

Language now is insufficient, limp.
Enlarge definition and/or identify other approaches.
Brainstorm for an alternative nomenclature.

Key Words (in no certain order)

indwelling
spirit
inspiration
motivation
intuition
stories
psycho-biology;"footprints" of memory is affective
entanglement in text
cultural differences
politics of our field
Polanyi; personal; all writing in autobiographical (in 4C's this month)
feeling, felt sense, emotion/affect
gender and communication: masculine/feminine issues
hypnosis, dream bodies, the spiritual
writing as healing, therapy
connecting/projecting oneself into students' experiences,
rhetorical empathy (Rogerian)
right brain access
restoring wonder and wholeness in learning
memory
association
imagination/imagery/imaging
subject/object
conscious/unconscious; real writing comes from subconscious
self/other
    world as subset of self, or self as subset of world
    empathy as ability to associate self and other
    bridging self/other
    students writing to get to know who they are
    writing as self-definition
    brain writes self-concept
    symbols as bridges (fountain, water, desert) between self/other or inner/outer experience
    connecting the inner self and inner life
knowledge of whole is greater than its parts
    we know more than we can say

redefine knowledge as a powerful way to structure meaning
How do we incorporate into words what we "know" is true?
awareness of body and sensory processes, spontaneous images
reconciliation of polarities
ability to see shades on a continuum, not discrete opposites
complimentary instead of opposition/dichotomy
complimentary to what is didactic or cognitive ways of knowing (mental processes)

2. <u>What strategies in teaching and learning beyond the cognitive domain have you found most successful</u>?

Fragmentation in curriculum/ learning experiences.

The term "beyond the cognitive" acknowledges our willingness to risk. We reject the teaching method we favor because we're afraid our students will reject us. For example, career-driven, pragmatic students don't want to take time for exploratory invention strategies).

Beyond the cognitive domain is where the real and permanent learning takes place (the kind that affects lives), where students' total selves are addressed.

Strategies can be employed any time as needed throughout writing; practical ideas for bridging approaches: perceptual, mental, and graphic exercises.

A. Guided fantasies demonstrate how to get in touch with feelings (ex. become a motorcycle) and improves quality of topic.

B. Visual imagery. Set of exercises used throughout writing. Improves problem-solving writing skills. Visualize what students need to do to improve writing skills. Question: Use visualizing in other classes. History?

C. Relaxation, affirmation, neurolinguistic activity in developmental writing. Improves self-esteem. Techniques for spelling in neurolinguistic program.

1. Guided imagery
2. Relax
3. Visualize place you are relaxed (ex. beach)
4. See word you want to spell in the image of a 'sign.' Place in long-term memory by 'copying' from the sign.
5. Go to some visual place each time so you don't have to draw up the image each time.

D. Pictures/Paintings. Graphic exercises focus on feelings/ what people in pictures are feeling. Become sensitive to the vocabulary of feeling.

Teach Comp/lit/humanities/values through the arts.

Objectivation of the subjective life. What it means; objectify the subjective (This happens through art) (Suzanne Langer). Other arts are cognitive, less linear.

E. Three Levels of communication: superficial, factual, feeling.

F. Meditation. Guide through focusing. Start with the body, emotions, memories, imagination. Outer structure allows an inner freedom. All about inner focus. It needs follow-up. The affective drops away and concentration takes over. Immediately creates substance/content as well as vivid images. Do a brief "mediation" (actually a brief "inner focus") before writing. Do weekly.

G. Music/Singing. Work/write out feelings, sense of connecting with a group. When asked to do 'solo,' feelings become more frightening. But can get to them.

H. Movement/dance exercises to facilitate expression in different media, computers can combine music and graphics, visual images -- pictures, paintings. Can get to them. Involve the body to illustrate words (Hancock).

I. Consciousness. Identify emotions to get in touch with feelings before writing. Use this as a way to manage and synthesize material.

J. Quality of intense belief needed in class. Shamanistic function. Get students excited in another medium and then "degrade" that process by asking them to write about it.

K. Motivational. Good for self-esteem and management of motivational problems. Talking (getting the ideas, impressions, or emotions into language).

L. Drama and theatre grouping, speaking strategies for making the leap.

M. Reading out loud--Pro reaction vs. analysis. Quaker reading. As Gabrielle and Dave describe it: group members read out a passage "when the spirit moves" and others listen. The words chosen and the various intonations give new meaning, provide enhanced experience for all. Teacher or group leader can say "Let's stop here for discussion" at any time. Group may then write from the newly created or re-created images.

N. Three-minute prompts to produce a "brief totality"
free-writing (not as brief)
clustering (while still allowing for order: the value of brevity, spontaneity) also leads to a pattern that can be seen
tree-ing (more organized)
Start with the familiar, what the students can do well. Make that an analogy -- a metaphorical leap -- for the new

skill.
teacher sometimes suggests the analogy; sometimes lets the students find their own

O. Literature/ Reader response. Through re-living experience, recreate an act in their lives. Reading widely; seeing person behind writing.

P. Getting students to connect to classical literature (Virgil, Homer). Difficult to give them this experience. Bible as literature. Genesis: They see these as people who don't exist, not real people.

Q. Group Process

Discussion/feedback	Power of group
Collaboration	Read alone
Process vs. Product	Rt. vs. left brain
Physical set up	Trust/let go

R. Sabotage our own authority
Admit resistance is present in both teachers and Students
Admit failure

Other Comments/Strategies
Felt sense in analysis (Elbow, Brand, and Perl)
habitual writing for self (Elbow)
modeling
taking risks
make classrooms more private than public
give and take
long day's journey into night (medicine and lit)
fantasizing
researched writing in other disciplines
talking and listening, teacher sharing
developmental writing
nonlinear pieces, not the five-paragraph theme.
If teachers don't see themselves as writers, they don't write. Their writing gets better when they believe (NWP).

3. What research is needed in order to deepen our understanding of this area? What research designs are most appropriate?

Study something you are afraid of!

A. What can be done as objective research on meditation? Some students report a lot of success and pleasure in the writing that follows it.

B. How people use emotions, not just information on what emotions are

C. Protocol analyses

D. Myers-Briggs personality inventory or other cognitive inventory instruments. May show some correlation to creativity (Jensen).

E. "Type" research as ways of "defining a model of ourselves" (Caution: teachers need to be aware of how their own "type" defines their roles; how they process information/how students do) Type: feeling vs. thinking (Jensen)

F. Learning styles/composing styles as part of personality/trait emotions (Brand)

G. How to do research as teachers? Climb inside or stand outside and observe?

H. Dance, Touch and Writing

I. Brain research: Rico's work leading to theories about the limbic brain and its relation to the cortex and neocortex. Also Triune Brain theory. Under stress there is a downshift to reptilian brain, where diagnostic ability is distorted.

J. Near-death experiences

K. Empathy/Rogerian models (Teich)

L. Brand's research on how trait and state emotions fluctuate during the writing process: Replicate. Integrate.

M. Students reading their own writing (Mullin)
   What writers say about writing
   How writers write
   How writers talk about reading
   What processes result in a reader's experience of living through a text?
   Resistance to reading and writing
   The threat of entanglement in texts

4. <u>In what ways does the domain "beyond the cognitive" relate to the social and cognitive frameworks for the teaching and learning of writing?</u>

Whole greater than the part.
An Age of Discovery/Exploration; a new intimacy (Brand)

A. What (and how) writers read. Reader-response theory (recognizing non-cognitive, affective, UCS influences)

B. Rhetorical signs. Analysis and insights into what appears in student papers, noting, for example, rhetorical strategies like blocks, deferral.

C. Study the "ghost authority" in student writing (Roberts)

D. Role play in writing to elicit authority

E. Role of noncognitive domain and nontraditional students

F. Medicine and literature
Jason Robards did Long Day's Journey people start throwing programs at an academic panel that followed up an incredible performance
Couldn't tolerate the degradation of the experience
noncognitive experience (stylistics/medical humanities)
Voice in essay, you know it's there but you can't describe it; can't tell others how you know.
Sickness stories (in medical humanities)
Story you have to tell to get beyond life you've been given, to get beyond the disease, to live your life the way people read.

G. How do you make sense of a poem? A lot of it is non-cognitive. Images dwell in the poem.

H. Empirical Research
effort of visual
research harmony

I. Story telling, research approach (Burkett)

J. How strategies/techniques transfer from semester to semester, year to year.
Social implications.
Resistance to this.
Data Supports: Students who have harmony wrote stronger essays

K. We want to move toward the interaction of cognitive and affective processes. Cognition is the process of constructing data. Affect is its soft representation. Feelings are cognitive; look at imagination. Affect blocks knowing.

L. We want to demonstrate the power of affective writing. How we can even talk about teaching without emotional involvement? Writing has become more "social." We are aware of how important body language, movement, emotional and empathy influence our peer groups, our classes. We know how collaborative writing involves emotional responses (social-emotional). We reach out to one another through written words. We develop a sense of community through response groups.

M. Speech theory, oral-writing relations

Other Frameworks

We want students to become experts at what they do well. Each class has its own culture and we need to be aware of financial and family constraints.

Our approach lets us/helps us value our students as WHOLE people.

Carl Jung; Ira Progoff's work (journal work).

5. What resources (books, articles,studies) have you found most useful? (See separate section of Notes)

6. What professional issues arise from teaching and learning beyond the cognitive domain?

May more properly be termed "our concerns."

A. How can teachers who are already swamped but interested in theories and techniques beyond the cognitive domain learn about this without years of research and experimentation. Can some of what we've learned through years of trial and error be offered up as a method others can learn and use rather easily?

B. Dichotomizing the cognitive and noncognitive is a problem. Purely one or the other is reductive and inaccurate. They are rarely found separately.

C. Women are marginalized in academic process. They don't see themselves as having an institutionalized self.

D. Our language is private and strange for these things, so it marginalizes us.

E. Our own learning styles informs our teaching:
more relaxed with writing
give more time

F. Cultural differences

G. Parameters of consciousness

H. The issue of authority: Whose text? Whose classroom? Students' "narrative rights"?

I. Trying to learn how to be right brained (crazy/mystic) while collaborating with right brained students.

Contribution to a Preconference Workshop

Alfred, Marilyn	any capacity
Burkett, Sandra	Progoff journal workshop
Burns, Carol	any capacity
Chapman, Constance	presenter
Calendrillo, Linda	panelist
Craig, Barbara	indexing and marking relevant individual presentations in the program
Davis, Howard	teaching
Dibiasio, Becky	assignments and classroom procedures
Engman, Susan	organizing
Gallehr, Don	presenter theoretical/teaching
Hancock, Joyce	hands-on, experiential
Hays, Janice	presenter, facilator
Hayward, Nancy	paper, panel, facilitator, any capacity
Hettich, Becke	presenter
Hill, Carolyn	presenter
Hughes, Elaine	lead meditation/writing experiments for classrooms
Jensen, George	presenter, chair, any capacity
Johnson, Jean	presenter
Jones, Mary Ann	participant
Jones, Libby	presenter
Jonsberg, Sara	presenter
Larson, Sarah	teaching
Levin, Judy	facilitator
Lisle, Bonnie	brainstorm/help out with workshops
Livatino, Mel	presenter

Minock, Mary	presenter
Oster, Judith	presenter
Rickels, Sue	special-interest
Rosenberg, Vivian	fostering emotional intelligence, critical thinking, facilitator
Schiller, Susan	active presenter
Snively, Helen	presenter
Stewart, Kay	facilitator
Teich, Nat	presenter, facilitator
Wallace, Betsy	presenter
Worley, Demetrice	pre-conference workshop leader
Wyatt-Brown, Anne	presenter

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